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ABSTRACT

Utilizing a personal, conversational writing style, this self-intervention guide for school personnel is designed (1) to facilitate one's thinking about one's personal expectations and behaviors which might be influenced by sex role stereotyping, and (2) to change one's behaviors that might create barriers to students' career choice or development. Through a series of personal reflections, checklists, short answer exercises, and assignments, the guide helps its reader explore past cultural experiences; personal views about sex roles in employment, decision making and basic ability levels; communication patterns with students; and barriers to sex equity in one's own school. (MEK)

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Reducing Career Barriers Resulting From Sex Role Stereotyping

A Self-Intervention Manual For School Personnel

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U.S. DEPARTMENT OF HEALTH
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Reducing Career Barriers Resulting From Sex Role Stereotyping

Greetings person! I'm a person also. These words printed on paper provide the means for us to communicate with one another. I know it will seem strange having a discussion with a manual. But, truly, I am a human being and I invite you to participate with me. Throughout our association, we will use a personal, conversational style of communication because our involvement is an individual and personal matter. My title, "Self Intervention," describes the intent of how I will be used. You can program your own experiences; your activities and thoughts will focus on you, and your responses can be made in private.

I want to share with you some of my concerns. I am concerned when students, both female and male, limit themselves in career choices because of sex role stereotyping. They may truly wish to prepare for occupations that are nontraditional for their sex but face barriers that are difficult to overcome. Their choice options may be limited by their own visions or by sex role stereotyping behaviors of others in our society. I am concerned about the sex barriers to students' career choices and development.

What kinds of sex role stereotyping behaviors can create barriers to a student's career choices? The following are some behaviors that can affect students in either obvious or subtle ways:

Verbal comments
Gestures
Giving and receiving attention (time)
Rules and guidelines
Creating an environment (atmosphere and conditions)
Decisions
Actions
Inactions

Each behavior may have an unanticipated effect on the beliefs, expectations, decisions, feelings, motivations, thoughts or behaviors of others.

My purposes for communicating with you are: (1) to facilitate your thinking about your own expectations and behaviors that might be influenced by sex role stereotyping and (2) to change any of your behaviors that might create barriers to career choice and development of the student. I know that it may be uncomfortable for us to believe that we limit other people's options. But, we have all been influenced by our culture and sometimes are unaware of the effects of our behaviors or actions upon others.

The previous paragraph states my purposes. Now I wish to state what is **not** my purpose. I do not wish to change any of your basic values. What I might consider to be a "strong commitment to a value" might be considered by you to be an "overbearing prejudice." I'm concerned only about how our behaviors might get in the way of other people.

Let's determine if we agree on one basic value. Do you agree or disagree with the following statement? "I do not want any of my behaviors that are based on my sex role expectations to be a barrier to another person's career choices or personal and social development." If you agree, we have a common basis for proceeding. If you disagree, we have a conflict and your use of this manual may not be consistent with your own personal values.

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How is the term "sex role stereotyping" defined in this manual? Stereotyping is the process of using a mold to produce objects that have the same characteristics. A role is a description of how a person functions in a given situation. Sex role stereotyping is the process of assigning characteristics and functions to people based solely on their sex.

Portions of this manual assume that you have already responded to a survey entitled "Self-Administered Survey of Sex Stereotypes." If you have not done so, it would be helpful for you to obtain the survey and respond to the items. The survey results will help you focus on some of your sex role beliefs and expectations. The survey should be available from the same source where you obtained this manual. If you do not have the survey, you still can use the manual by making an adaptation to be explained later.

Thank you for reading this far. The fact that you are still with me may indicate your interest and concern for other people. I can't see you while you are reading these words. I don't know where you are. I don't know what roles you have in life. But, I know a little bit about who you are. You are a person who has values, feelings, hopes, disappointments, strengths, faults, and needs to love and be loved. You are also a person who has a helping relationship with other people and who affects other people.

Are you willing to examine your own expectations and behaviors that might affect other people?

_____ Yes

_____ No

If yes, I hope that you will join me as we travel through the remaining sections of this manual. I think the journey will be interesting to you.

What Have You Experienced From Your Culture?

Our perceptions of the world are, in part, influenced by our experiences. Our experiences are influenced by the culture in which we live. Let's try a small demonstration and see what happens.

Below are listed some various experiences or situations that may have occurred in your life. Think back to your younger years and respond to each question by filling in the blank or placing a check mark in the appropriate spaces indicating the cultural conditions that were common for you.

Directions: You may check none, one, or all of the possible responses to each question.

1. Which of your parents was the prime wage earner in your family?
   _____ Father
   _____ Mother
2. In your senior class in high school, who was the class president?
   _____ Male
   _____ Female
3. In your senior class in high school, who was the class secretary?
   _____ Male
   _____ Female
4. In the movies that you saw as a child, how was the male typically portrayed?
   _____ Strong, dominant, independent
   _____ Weak, submissive, dependent
5. In the same movies, how was the female typically portrayed?
   _____ Strong, dominant, independent
   _____ Weak, submissive, dependent

6. What was the occupation held for the longest time by each parent?

_____ Father
_____ Mother

7. What was the occupation held for the longest time by each maternal grandparent?

_____ Grandfather
_____ Grandmother

	Column 1	Column 2
8. In high school, what courses did you take?	_____ Shop	_____ Home Economics
9. In what activities did you participate in high school?	_____ Interscholastic Sports	_____ Bake Sales
10. What gifts were given to you when you were young?	_____ Trucks _____ Chemistry Set	_____ Dolls _____ Play House
11. What typical kinds of work did you do at home when a child?	_____ Take out the garbage	_____ Wash dishes
12. Did you have military service experience?	_____ Yes	_____ No
13. What physical traits were you expected to develop from some of your activities?	_____ Strength	_____ Gracefulness
14. What skills were most important to you as a teenager?	_____ Mechanical or physical skills	_____ Social skills
15. In what ways did you earn spending money?	_____ Mow lawns _____ Paper route _____ Farm work	_____ Babysitting _____ Waiter/Waitress _____ House cleaning
16. What did you make?	_____ Bird house _____ Tree house	_____ Clothes _____ Jewelry
17. On dates, who usually assumed responsibility for paying the expenses?	_____ You	_____ Your date
18. Has someone encouraged you to become an administrator?	_____ Yes	_____ No
19. When you were young, which occupation would have seemed more appropriate for you?	_____ Engineer _____ Mechanic	_____ Nurse _____ Secretary

Directions: In items 8 through 19, add the number of check marks made in each column.

Column 1 Total _____ Column 2 Total _____

Interpretation: You have just taken a brief trip down memory lane and recalled only a few of your cultural experiences. This small sampling of your experiences may illustrate how sex role stereotyping has been part of your life. When you added your check marks in items 8 through 19, did you have more marks in one column than in the other? If you are a male, did you put more marks in the first column? If you are a female, did you check more items in the second column?

What Are Your Conclusions?

Has sex role stereotyping been a part of your cultural experiences?

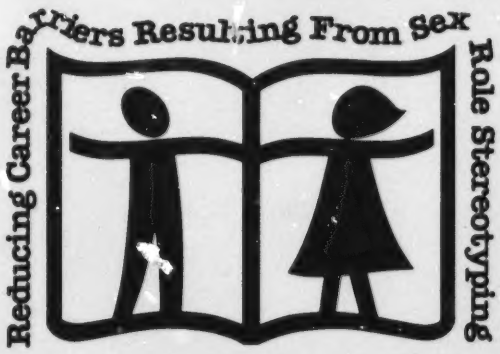
_____ Yes _____ No _____ Uncertain

Have your cultural experiences influenced your perceptions or expectations about the roles of males and females?

_____ Yes _____ No _____ Uncertain

If you answered yes to both questions, join the rest of us who have been affected by the culture in which we live. Blaming our culture, however, does not help remove sex role stereotyping barriers faced by students.

Please continue with me to the next section of the manual.



Examining Your Own Views About Sex Roles

I hope that you have had the opportunity to respond to items included in a survey entitled "Self-Administered Survey of Sex Stereotypes." If you have the survey available and have not yet given your responses to it, please do so now. This section of the manual will help you summarize and examine your responses. If you do not have the survey available, you can still use this section by making a few changes in the procedures.

* * * * * * * * * * *

Before examining your answers to the Self-Administered Survey of Sex Stereotypes, please respond to the following statements using the same code that is in the survey.

Code: SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

Please circle your response.

SA	A	N	D	SD	A. An individual's level of employment and decision-making responsibilities in a career **should** be influenced by that person's sex.
SA	A	N	D	SD	B. An individual's sex **should** determine how important a career is to that individual's life.
SA	A	N	D	SD	C. An individual's sex **should** determine the type of career the person will have.
SA	A	N	D	SD	D. Expectations of how well an individual functions in a work setting **should** be influenced by that person's sex.
SA	A	N	D	SD	E. Expectations of what an individual's basic abilities are **should** be influenced by that person's sex.
SA	A	N	D	SD	F. An individual's career choices and opportunities **should not** be influenced by sex discrimination.

The preceding six items, lettered A-F, are general belief statements about sex role stereotyping. Each statement is a broad philosophical belief about what **should** or **should not** exist. Responses of Strongly Disagree (SD) for items A-E and a response of Strongly Agree (SA) for item F are considered toward the nonbiased direction. Your responses may help you identify your general beliefs in the six areas.

The separate survey that you took titled "Self-Administered Survey of Sex Stereotypes" includes more specific items that are grouped into the six topic areas covered by the statements above. The next sections of the manual will help you compare your responses to the survey items with each of your six belief statements.

Purpose: The purpose of examining your responses to the Self-Administered Survey of Sex Stereotypes is to help you to become more conscious of your views and expectations about male and female characteristics and functions related to careers. By being more conscious of your views and expectations, you can be aware of possible stereotyping behaviors that might result.

We will look at the survey results by organizing the items into six groups according to the content that is covered by the items. Keep your answers from the survey available so that you can record your results in this manual. If you have not taken the survey, please respond to the items reproduced in the manual. The directions to follow will be given step-by-step. Please proceed to the next page.

Group A: Expectations on Level of Employment and Decision-Making Responsibilities

Step 1—Identify your responses to the survey items 3, 7, 13, 21, 28, 30, 38, 39, 42, 46, 47, 48, 51 and 54. Each response receives a numerical score as shown below. Record the score for your response to each item on the line preceding the item.

Response	Score
Strongly Agree (SA)	= 5
Agree (A)	= 4
Neutral (N)	= 3
Disagree (D)	= 2
Strongly Disagree (SD)	= 1

Record item scores:

_____ 3. Important decisions should be made by men rather than women.

_____ 7. Men make decisions based on sound logic more often than women.

_____ 13. Women in the work force prefer a subordinate role more so than men.

_____ 21. Women are generally too dependent on others to handle top administrative jobs.

_____ 28. Since they are less emotional than women, men are more objective.

_____ 30. Men, more than women, evaluate all of the facts before making a decision.

_____ 38. Jobs requiring skills in making high level administrative decisions are performed best by men.

_____ 39. Men make better authority figures than women.

_____ 42. Women prefer to rely upon others to make important decisions.

_____ 46. People typically prefer to work for a male rather than for a female.

_____ 47. When under stress, women are naturally more emotional than men.

_____ 48. Jobs requiring logical thinking should be filled by men rather than women.

_____ 51. Stressful jobs should be filled by men rather than women.

_____ 54. Women, more than men, prefer to take directions, not give them.

_____ Total Score (add all scores)

Step 2—Compute your average score: Total score _____ ÷ 14 = _____ (round to the nearest tenth)

Step 3—Using the same scoring system, record the numerical score for your response to item A on page 7. _____

Step 4—Analyze the results.

a. Is your average score, computed in step 2, higher than 2.0? If yes, this could be a clue that you might have some sex role stereotyping expectations concerning people's levels of employment and decision-making responsibilities.

b. Review the items for which you scored 3 or higher.

c. Compare your average score with your score on item A recorded in step 3. Are the two scores different by more than 1 point? If yes, this may mean that a contradiction exists between your general belief stated in item A and your specific views stated in the 14 items.

Interpretation:

Group A includes items on sex role stereotyping expectations on level of employment and decision-making responsibilities of males and females. A score toward the Strongly Agree direction would tend to indicate that you believe employment in high level positions is more appropriate for men than women.

Comments:

Group B: Expectations on the Importance or Purpose of Employment

Step 1 — Identify your responses from the survey to items 14, 29, 35, 36, 50, 55, 56, and 60. Record your numerical scores in front of each item below. Use the following scoring system:

Response	Score
Strongly Agree (SA)	= 5
Agree (A)	= 4
Neutral (N)	= 3
Disagree (D)	= 2
Strongly Disagree (SD)	= 1

_____ 14. Most married women who work do so to keep from being bored at home.

_____ 29. Men should expect to bear the major responsibility for supporting a wife and family.

_____ 35. A wife's career is not as important to the family as her husband's.

_____ 36. Usually women work only for spending money, while men work to support families.

_____ 50. Men, more than women, are doers and providers.

_____ 55. After marriage, women should quit work to devote themselves to their husbands and families.

_____ 56. Women expect to spend what men earn and to use what men build.

_____ 60. The time and money spent on training women for high level jobs are largely wasted.

_____ Total Score (add all scores)

Step 2—Compute your average score: Total score _____ ÷ 8 _____ (round to the nearest tenth)

Step 3—Using the same scoring system, record the numerical score for your response to item B on page 7. _____

Step 4—Analyze the results.

a. Is your average score, computed in step 2, higher than 2.0? If yes, this could be a clue that you might have some sex role stereotyping expectations concerning the importance or purpose of employment for males and females.

b. Review the items for which you scored 3 or higher.

c. Compare your average score with your score on item B recorded in step 3. Are the two scores different by more than 1 point? If yes, this may mean that a contradiction exists between your general belief stated in item B and your specific views stated in the 8 items.

Interpretation:

Group B includes items on sex role stereotyping of the importance or purpose of employment for males and females. A score toward the Strongly Agree direction would tend to indicate that you believe employment for women is less important than employment for men.

Comments:

Group C: Expectations on Type of Employment

Step 1—Identify your responses from the survey to items 1, 2, 6, 10, 16, 17, 18, 24, 26, 27, 41, 43, 53, and 58. Record your numerical scores in front of each item below. Use the following scoring system:

Response	Score
Strongly Agree (SA)	= 5
Agree (A)	= 4
Neutral (N)	= 3
Disagree (D)	= 2
Strongly Disagree (SD)	= 1

_____ 1. Outdoor jobs should be performed by men rather than women.

_____ 2. Men handle active jobs better than women.

_____ 6. Women are better counselors than men because women show more empathy.

_____ 10. Women care more about the feelings of others than men do.

_____ 16. Jobs requiring skills in caring for other people are performed best by women.

_____ 17. Women are naturally better at interior decoration than men.

_____ 18. Men have fewer original ideas than women.

_____ 24. Men are naturally more insensitive to others.

_____ 26. If a male and female candidate have about the same qualifications for a high school principalship, the male should get the job.

_____ 27. Men usually do not care when others are hurt.

_____ 41. Women who work generally prefer passive jobs.

_____ 43. Women are generally content to give in to males.

_____ 53. There are certain jobs and roles which only men should have and the same is true for women.

_____ 58. Women are typically more imaginative than men.

_____ Total Score (add all scores)

Step 2—Compute your average score: Total score _____ ÷ 14 = _____(round to the nearest tenth)

Step 3—Using the same scoring system, record the numerical score for your response to item C on page 7. _____

Step 4—Analyze the results.

a. Is your average score, computed in step 2, higher than 2.0? If yes, this could be a clue that you might have some sex role stereotyping expectations on types of employment for males and females.

b. Review the items for which you scored 3 or higher.

c. Compare your average score with your score on item C recorded in step 3. Are the two scores different by more than 1 point? If yes, this may mean that a contradiction exists between your general belief stated in item C and your specific views stated in the 14 items.

Interpretation:

Group C includes items on sex role stereotyping on types of employment for females and males. A score toward the Strongly Agree direction would tend to indicate that you believe some types of jobs are for females and other types of jobs are for males.

Comments

Group D: Expectations of How Well Individuals Will Function in a Work Setting

Step 1—Identify your responses from the survey to items 4, 5, 19, 20, 23, 32, 33, 40, 45, 57 and 59. Record your numerical scores in front of each item below. Use the following scoring system:

Response	Score
Strongly Agree (SA)	= 5
Agree (A)	= 4
Neutral (N)	= 3
Disagree (D)	= 2
Strongly Disagree (SD)	= 1

_____ 4. Women operate best behind the scenes.

_____ 5. Men, unlike women, generally act in an open, honest manner.

_____ 19. Women like to gossip more than men.

_____ 20. Women cost their companies more than men because of a higher turnover and absenteeism rate.

_____ 23. Men relate to others in a more direct way than women.

_____ 32. To work effectively women need more encouragement and approval than men.

_____ 33. Because men and women have basic psychological differences, they are suited to fill different roles.

_____ 40. Men are more dependable than women.

_____ 45. Women are usually more underhanded than men.

_____ 57. Women don't like to get dirty because they are more concerned with their appearance than men.

_____ 59. Men rather than women should perform jobs likely to require courage.

_____ Total Score (add all scores)

Step 2—Compute your average score: Total score _____ ÷ 11 = _____ (round to the nearest tenth

Step 3—Using the same scoring system, record the numerical score for your response to item D on page 7 _____

Step 4—Analyze the results.

a. Is your average score, computed in step 2, higher than 2.0? If yes, this could be a clue that you might have some sex role stereotyping expectations on how well males and females will function in a work setting.

b. Review the items for which you scored 3 or higher.

c. Compare your average score with your score on item D recorded in step 3. Are the two scores different by more than 1 point? If yes, this may mean that a contradiction exists between your general belief stated in item D and your specific views stated in the 11 items.

Interpretation:

Group D includes items on sex role stereotyping of how well females and males function in a

work setting. A score toward the Strongly Agree direction would tend to indicate that you believe men function better as workers than women.

Comments:

Group E: Expectations of an Individual's Basic Abilities

Step 1—Identify your responses from the survey to items 8, 12, 22, 25, 34, 44, and 49. Record your numerical scores in front of each item below. Use the following scoring system:

Response	Score
Strongly Agree (SA)	= 5
Agree (A)	= 4
Neutral (N)	= 3
Disagree (D)	= 2
Strongly Disagree (SD)	= 1

_____ 8. Women generally perform better than men in cosmetology or dental hygiene because women have better finger dexterity.

_____ 12. Men are smarter than women in science and math as proved by comparing test scores.

_____ 22. Few architects are women because women typically do not have enough spatial ability.

_____ 25. Jobs such as loading or unloading trucks can be managed only by males.

_____ 34. Men are better chemists or mathematicians than women.

_____ 44. Women usually cannot perform jobs requiring much mechanical aptitude.

_____ 49. Men are harder to place as typists because they generally do not perform as well as women.

_____ Total Score (add all scores)

Step 2—Compute your average score: Total score _____ ÷ 7 = _____ (round to the nearest tenth)

Step 3—Using the same scoring system, record the numerical score for your response to item E on page 7. _____

Step 4—Analyze the results.

a. Is your average score, computed in step 2, higher than 2.0? If yes, this could be a clue that you might have some stereotyped expectations about the differences in basic abilities of males and females.

b. Review the items for which you scored 3 or higher.

c. Compare your average score with your score on item E recorded in step 3. Are the two scores different by more than 1 point? If yes, this may mean that a contradiction exists between your general belief stated in item E and your specific views stated in the 7 items.

Interpretation:

Group E includes items on sex role stereotyping of the basic abilities of females and males. A score toward the Strongly Agree direction would tend to reflect the belief that women and men have different basic abilities that affect employment competencies.

Comments:

Group F: General Beliefs About What Should Exist

Step 1—Identify your responses from the survey to items 9, 11, 15, 31, 37 and 52. Record your numerical scores in front of each item below. Use the following scoring system:

Response	Score
Strongly Agree (SA)	= 1
Agree (A)	= 2
Neutral (N)	= 3
Disagree (D)	= 4
Strongly Disagree (SD)	= 5

(Please note that the scoring of this group is the reverse of the other groups.)

_____ 9. Women as well as men should be prepared to support their families financially.

_____ 11. All jobs should be open to both men and women.

_____ 15. Money spent educating a woman is as well spent as money spent educating a man.

_____ 31. Standards for promotion and hiring should be the same for men and women.

_____ 37. Men and women should share equally the responsibility of rearing children.

_____ 52. Men and women should be paid the same for equivalent work.

_____ Total Score (add all scores)

Step 2—Compute your average score: Total score _____ ÷ 6 = _____ (round to the nearest tenth)

Step 3—Using the same scoring system, record the numerical score for your response to item F on page 7. _____.

Step 4—Analyze the results.

a. Is your average score, computed in step 2, higher than 2.0? If yes, this could be a clue that you might have some general sex role stereotyping beliefs about the careers and job opportunities of males and females.

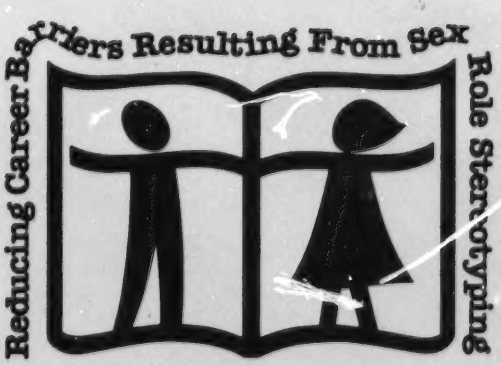
b. Review the items for which you scored 3 or higher.

c. Compare your average score with your score on item F recorded in step 3. Are the two scores different by more than 1 point? If yes, this may mean that a contradiction exists between your general belief stated in item F and your views stated in the 6 items.

Interpretation:

Group F includes items on general beliefs about what should exist in attitudes toward the work of women and men. A score toward the Strongly Disagree direction would indicate a general sex role bias. Remember that the scoring system for this section is the reverse of that for other sections.

Comments:



Activities to Follow Up Self Examination Results

Congratulations! You have survived the process of examining your survey results. I hope that you found it interesting and insightful. What do we do now? The remainder of the manual includes some follow-up information and activities that correspond to each group of items on the survey. From your self-examination, you may have identified some areas of concern and wish to do some additional thinking. Now, review quickly your survey analyses for groups A-F and identify those groups in which some sex role stereotyping may exist.

Note: Even if your survey results do not indicate the presence of sex role stereotyping expectations, you may find the following sections of the manual interesting and worthwhile to you. You may wish to adapt some of the activities for use with parents, other staff, or students.

The list below identifies the follow-up activities which correspond to the survey item groups:

Survey Item Groups		Follow Up Activities
Group A:	Expectations on Level of Employment and Decision-Making Responsibilities	Activity 1—page 17 Activity 6—page 25 Activity 7—page 26 Activity 8—page 28
Group B:	Expectations on the Importance or Purpose of Employment	Activity 2—page 20 Activity 6—page 25 Activity 7—page 26 Activity 8—page 28
Group C:	Expectations on Type of Employment	Activity 3—page 21 Activity 6—page 25 Activity 7—page 26 Activity 8—page 28
Group D:	Expectations of How Well Individuals Will Function in a Work Setting	Activity 4—page 22 Activity 6—page 25 Activity 7—page 26 Activity 8—page 28
Group E:	Expectations of an Individual's Basic Abilities	Activity 5—page 23 Activity 6—page 25 Activity 7—page 26 Activity 8—page 28
Group F:	General Beliefs About What Should Exist	Activities 1 through 8

Please proceed through the manual by reading the activities that are appropriate for your concerns. Best wishes!

Activity 1

Level of Employment and Decision-Making Responsibilities of Women

A Parable

Society: "Welcome to life, young baby. You have just been born into the world."

Baby: "Everything seems strange. What is the world like?"

Society: "The world has many exciting adventures for you in your life."

Baby: "What will I do?"

Society: "You can choose to do many wonderful things. You may be a business executive, a legislator, a college president, a governor, a school superintendent . . . . You can become a leader of people."

Baby: "Sounds exciting!"

Society: "Yes, but you were born with a handicap."

Baby: "What?"

Society: "You are a girl."

Being a female is not inconsistent with being in high level positions or in occupations having important decision-making responsibilities. Women are and have been in positions of authority, responsibility and high attainment.

Try the following matching exercise. Match the women in column A with their respective vocations or positions in column B. Write the letter of the position on the line in front of the appropriate name.

Column A	Column B
_____ 1. Shirley Chisolm	A. Pilot
_____ 2. Margaret Mead	B. Scientist
_____ 3. Jerry Mock	C. Member of Congress
_____ 4. Clare Booth Luce	D. Golfer
_____ 5. Kay Graham	E. Poet
_____ 6. Helen Keller	F. Surgeon
_____ 7. Nancy Lopez	G. Civil Rights Proponent
_____ 8. Coretta Scott King	H. Diplomat
_____ 9. Nikki Giovanni	I. Anthropologist
_____10. Tenley Albright	J. Humanitarian
_____11. Marie Curie	K. Newspaper Publisher

(The correct answers to the matching exercise are found at the bottom of page 19.)

The matching exercise provides a small sample of women who have reached high levels of achievement. These women, as well as others who may be known only in their local communities, can serve as role models for young people. However, fewer women than men are currently in high level positions. Young females have fewer models to follow showing that women can perform well in occupations requiring major decision-making responsibilities.

Now develop a mental picture of what each person looks like and how the person is dressed who might be in the following occupations: school superintendent, mayor, business executive, governor, college president, industrial supervisor, restaurant owner, and legislator. For these eight occupations, how many times did you see the mental picture of a man and how many times a woman?

Men _____ Women _____

Were your mental images affected by your knowledge of people who now have these occupations?

Yes _____ No _____ Uncertain _____

If you answered yes, your perceptions of males and females in high level positions may have been influenced by role models familiar to you.

Our sex role stereotyping perceptions of leadership positions seem to develop early. Educational Testing Service (1) reports the results of a two-year longitudinal research study conducted with 1,000 fourth- and fifth-grade students in 40 classrooms. The students generally saw women neither as "legitimate" leaders, nor as within the power structure. In terms of self-perception, 60 percent of the fifth-grade boys perceived themselves as a possible class president, while 38 percent of the girls held that view. The authors of the study contended that these attitudes are reinforced not only by children's literature, but also by classroom practices, particularly sex-segregated work and play groups.

Another study (2) was conducted to analyze the sex role stereotyping that exists in children's literature. The study included 2,760 stories in 134 books published by 14 different companies. Boys are portrayed three times more frequently than girls as being industrious and having problem solving ability. From these studies we can conclude that the same sex role stereotypes that exist within our culture are also reflected within our schools.

What are your views of women in leadership positions? How do you or would you like having a women as your boss? Why?

_____

_____

_____

_____

_____

_____

_____

Some people who have negative views about women being in leadership positions will cite an example of how a particular woman was ineffective as a leader. The logic of their reasoning is: "All women are ineffective leaders because the one I know was." This reasoning is like "all baseball players are left-handed because the one I saw was."

You and possibly your students might talk with a woman who is in a position which requires her to make major decisions. Identify a woman in your community who is in a nontraditional position having supervisory, managerial, leadership or policy-making responsibilities. Conduct an interview with her. Become acquainted with what she does and how she views herself within

the power structure. You could interview her individually or you could invite her to meet with a class of students at school. You may wish to tape record or video tape the interview for future use. The experience could be interesting and worthwhile to both you and the students.

The following are some interview questions that could be used in an individual meeting or a group session:

1. What are your responsibilities? What do you do in your position?
2. What kinds of decisions do you need to make?
3. What are your responsibilities for providing supervision or leadership to others?
4. What satisfactions and frustrations do you have in this position?
5. What experiences or training are required for this position?
6. Why did you choose to do this work?
7. How do others view a woman in your position?
8. What sex role prejudices have you experienced?
9. What do you think about women who hold high level decision-making jobs?
10. What barriers did other people put up that could have discouraged you from entering this position?
11. Are men more objective and logical, therefore, better decision-makers than women?

Notes from your interview:

(Answers to matching exercise on page 23: 1-C; 2-I; 3-A; 4-H; 5-K; 6-J; 7-D; 8-G; 9-E; 10-F; 11-B.)

Activity 2

How Important is Employment to Women?

A young woman should be more concerned about developing social skills rather than career skills. After she graduates from high school, she can keep busy being a waitress or a sales clerk. Soon she will meet Prince Charming who will sweep her up and carry her away to Utopia. She will not have to be concerned again about earning a wage. Her Prince will provide for all her wants and needs. They will live in married bliss until both are 92 years of age. At that time, both will die on the same day.

* * * * * * * * *

What you have read is a fairy tale. The story does not reflect reality any more accurately than "Snow White" or "Cinderella." How important is work (i.e., paid employment) to many women in the real world? The facts are that:

- 55% of all American women between the ages of 18 and 64 were in the labor force in 1977. Bureau of Labor Statistics predicts 60 to 65% by 1990 (3).
- 41% of the total American labor force are women (3).
- 12.5% of the heads of household are women (4).
- 90% of the women will work outside the home at some time in their lives (4).
- 40% of the women in the labor force are widowed, divorced, separated, or have never married (4).
- 49% of all mothers aged 16 years and older who have children under 18 years of age are in the labor force (5).
- 20% of all working mothers have husbands whose income level is below $7,000 (5).
- The average female born in 1970 expected to work 22.9 years compared to only 6.3 years for the female born in 1900 (3).
- 20% of all working mothers with children under age 18 are widowed, divorced, or separated (5).

A career and employment are important to women. It is a myth to believe that women work only for extra pocket money. For many of them, employment is an economic necessity.

Let's examine briefly some other reasons that people have for working. A career can be a means for gaining personal satisfaction and meaning in life.

Below is a short list of some of the satisfactions that a person might receive through work activities. Look at the list and put a check mark (✓) in front of each one that you consider to be important as part of your own job.

_____Social service: working to benefit the lives of other people.

_____Variety: doing different kinds of activities in one's work.

_____Leadership: helping people to work together to accomplish common goals.

_____Recognition: being in a position in which people know you.

_____Intellectual stimulation: doing work that requires thinking.

_____Productivity: doing work that can demonstrate results.

_____Creativity: developing new ideas, products, or ways of doing things.

How important are married women to the nation's labor force? Do married working women take jobs away from men? There were 19.8 million married women in the labor force in March 1973. The number of unemployed men was 2.5 million. If all those women had stayed home

and unemployed men were placed in their jobs, there would still have been 17.3 million unfilled jobs. Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women (6).

In summary women work for the same reasons that men do: to gain personal satisfaction, to support themselves, and to support their families. A failure to recognize this might deny many women the opportunity to achieve these goals.

Activity 3

Expectations on Type of Employment

When she is 9 years of age she wants to be an airplane pilot.
When she is 11, she wants to play baseball.
When she is 14, she wants to take shop classes.
When she is 16, she wants to take vocational electronics training.
When she is 17, she wants to become an electronics technician.
When she is 18, she gets a job as a sales clerk.
When she is 19, she gets married and becomes a homemaker.
Read the above statement again and use the word "he" in place of "she."

* * * * * * * * *

Mechanic	Cosmetologist
Welder	Dental Assistant
Electrician	Secretary

When we think of occupations like those listed above, something inside us says "male jobs" or "female jobs." Why? We have learned from tradition to expect that some occupations will be performed by men and some will be performed by women. Some of our expectations have been that men will be in occupations that are physically active or mechanical and women will be in those that involve caring for people. We see men as machinists and women as nurses.

Times are changing. Currently, a few men and women are entering nontraditional jobs. We see females as service station attendants and males as nurses and telephone operators. More students are choosing nontraditional vocational education programs.

The Bureau of Labor Statistics (3) reported changes that have occurred in the percentage of women employed in some occupations. The following is a brief list of occupations and the percentage of women employed in 1950 and in 1976.

Percentage of Women Holding Selected Jobs

	1950	1976
Accountants	15%	27%
Lawyers and judges	4%	9%
Medical doctors	7%	13%
Bank officials and financial managers	12%	25%

Make an on-the-job visit and conduct an interview with both a male and female who are employed in nontraditional occupations. A good alternate activity would be to invite both persons to the classroom for students to interview. In either case you may wish to tape record or video tape the interview.

The following questions can be used as a guideline for an individual interview or for a classroom discussion.

1. What work activities do you perform in your job?
2. What abilities are needed for your job?
3. Can both men and women perform equally well in your occupation?
4. How did you get your job?
5. What satisfactions and frustrations do you have in your work?
6. Why did you choose this occupation?
7. How do your coworkers treat you?
8. What sex role prejudices have you encountered?
9. What barriers did other people put up that could have discouraged you from entering this occupation?
10. How do you view men and women in nontraditional occupations?
11. Are there some types of occupations that should be held only by men or only by women?

Activity 4

How Well Do Males and Females Function in a Work Setting?

Being an effective worker involves more than just having the abilities and skills to perform the work tasks. Certain skills, attitudes, and habits are necessary for employment. For example, one of these characteristics is punctuality. For a worker to function well in a job, the person should arrive on time. Also, how well a person functions is influenced by that person's ability to get along with others.

Below is a partial list of skills, attitudes, and habits that might be considered desirable in most jobs. Put a check mark (✔) on the appropriate line in front of each employability characteristic to indicate whether you believe it is predominantly a male characteristic, a female characteristic, or a characteristic that exists about the same in both males and females.

Male	Female	Both	
_____	_____	_____	1. Dependability
_____	_____	_____	2. Punctuality
_____	_____	_____	3. Attendance
_____	_____	_____	4. Follows instructions
_____	_____	_____	5. Honesty
_____	_____	_____	6. Cooperation
_____	_____	_____	7. Effort
_____	_____	_____	8. Stability
_____	_____	_____	9. Support of others

Please examine your responses. For each response that you checked "male" or "female," think of your reasons for having that opinion. Are your reasons based on myth or reality? Have your past experiences been distorted by any special groups of males or females? What evidence do you have to support your views?

Activity 5

What Differences Exist in the Basic Abilities of Males and Females

In recent years many research studies have compared and contrasted the abilities of males and females. The findings have demonstrated that some perceived differences are myths while others can be supported by evidence. Data on still other perceived differences are inconclusive.

For each item in the exercise below, make a check mark (✔) in the appropriate column to indicate what you believe most research has shown. Is the statement a myth or a reality? Or, have the results been inconclusive?

Male-Female Superiority: Fact or Fiction?

Statement about research findings:	True Difference	Mythical Difference	Inconclusive Evidence
1. Males excel in visual-spatial ability.			
2. Females are more social than males.			
3. Females are better at rote learning and repetitive tasks while males are better at high level tasks.			
4. Males have lower tactile sensitivity or perception by touch than females.			
5. Males excel in mathematical ability.			
6. Males are more "analytic" than females.			
7. Females have higher verbal ability.			
8. Females have lower motivation to achieve.			

A review of the research (7) suggests the following answers to the statements posed in the exercise above:

1. On tasks involving the visual perception of figures or objects in space and how they are related to each other, MALES DO EXCEL. (True Difference)
2. In studies involving imitating models, responding to social rewards, depending upon a caretaker in childhood, understanding the emotional responses of others and so forth, MALES AND FEMALES PERFORM EQUALLY. (Mythical Difference)
3. In studies involving simple conditioning, rote learning, or the inhibition of various responses (such as discrimination tasks) NEITHER SEX EXCELS. (Mythical Difference)
4. On tasks involving tactile sensitivity in infancy or perception by touch at later ages, most studies find NO SEX DIFFERENCES. In those few studies where differences are found, FEMALES PERFORM BETTER. (Inconclusive Evidence)
5. In studies involving children in elementary school, boys and girls perform about equally in acquiring quantitative concepts and their mastery of arithmetic. Beginning about age 13, boys' mathematics skills improve faster than girls'. Not all of this improvement is explained by the fact that boys take more math courses than girls. Conclusion: MALES EXCEL IN MATHEMATICAL ABILITY. (True Difference)
6. In studies measuring differences in the ability to analyze a whole into its separate components or to restructure the elements of a problem in order to achieve a solution, MALES AND FEMALES PERFORM ABOUT EQUALLY. (Mythical Difference)

7. Although children age 11 and younger seem to differ little in performance on verbal tasks, research with young adolescents through adults show that FEMALES EXCEL IN VERBAL ABILITY. (True Difference)

8. Although males on the average appear to be more responsive to competition, most researchers have found no sex differences in behavior indicating a motive to achieve. Conclusion: FEMALES AND MALES HAVE ABOUT THE SAME LEVEL OF ACHIEVEMENT MOTIVATION, even though the behavior may be triggered by different situations. (Mythical Difference)

Other findings suggest that females are generally superior in achievement tests involving language, while males have higher scores in science and mathematics. Females generally earn better grades throughout elementary and secondary school. In areas which psychologists generally refer to as ability to learn (e.g., memory or the ability to process information), there appear to be no sex differences (8).

One important influence on performance and achievement is the concept of self. Research findings suggest that one major aspect of learning that occurs during a child's schooling is the stereotyping of what is appropriate and inappropriate for one's own sex. If the student views an area of achievement (e.g., mathematics or science) as "sex appropriate" for himself or herself, more effort may be exerted than in an area considered inappropriate.

This extra effort may lead to increased proficiency in the "sex appropriate" area.

While sex differences in specific abilities can be examined more easily than the differences in overall intelligence, even those differences are often trends rather than consistent, significant findings. (8). In most cases the range of **individual differences within one sex is greater than those between the sexes.** In other words, there are many females who have better mathematical abilities than the majority of males and there are many males who have better verbal abilities than the majority of females. PEOPLE ARE DIFFERENT. To label a person as having a high or low level of ability simply on the basis of sex is tragic.

Now let's consider how specific skills or abilities relate to jobs or job families. Can you think of jobs which **can** be performed (**not should** be performed) only by one sex or the other? In the appropriate space below, list as many as you can.

Jobs only women can perform:	**Jobs only men can perform:**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Now review your list in terms of the research findings that demonstrate the range of individual differences within one sex is greater than those between the sexes. Can you eliminate any jobs from either list as a result of your review?

In fact, there are very few jobs that can be performed only by one sex or the other. Tradition, rather than skills or abilities to perform a task, has led to certain jobs being labeled as men's or women's work. Perceived differences in abilities, and therefore employment expectations, are often based upon learned societal roles, rather than upon fact.

Activity 6

Verbal and Nonverbal Communication with Students

Let's be biased! Assume that you are talking with a student named Mary. She is considering enrolling in a welding program which historically has been selected only by male students. What are some subtle ways that we can set up barriers to keep Mary from enrolling in welding?

Could we discourage Mary with some of the following?

Verbal Statements:

"Do you **really** want to take welding?"
"Welding? You?"
"So, you want to be with all the boys!"
"That's awfully dirty for a girl."
"Who would hire a woman welder?"
"Oh! Come on!"

Nonverbal Gestures:

Moving away from Mary
Shrugging shoulders
Raising eyebrows
Looking surprised
Putting up hands in a self-protective gesture

Now, let's **not** be biased! What can we say to Mary that would support her in making this decision? Would the following statements, accompanied by nonverbal gestures, be of help?

"You have an interest in welding."
"What would you like to do in welding?"
"What are some of the thoughts you have about taking welding?"
"What advantages and disadvantages would welding have for you?"
"What would be some of the benefits to you?"
"What are some of the problems that you might have?"
"What kinds of skills are needed by a welder?"
"What kinds of tasks would you do as a welder?"
How would you help Mary to think through her decision?

_____

_____

_____

_____

Mary may need help to locate materials that give information about welding (**Occupational Outlook Handbook** or **Dictionary of Occupational Titles**). She may need to talk with people who are welders. She may need to experience the atmosphere in which welders work. She may need to know about the vocational training available and the opportunities after graduation. She may need support and encouragement to explore a nontraditional field.

Labels can convey stereotyping of occupations. The following are some occupational titles that imply a sex role. In the space at the right, write a similar title that eliminates the sex label.

1. Fireman _____
2. Policeman _____
3. Flight Stewardess _____
4. Shop Foreman _____
5. Salesman _____
6. Mailman _____

(answers are listed on the bottom of this page)

Such sex laden titles have been changed by the Department of Labor and Office for Civil Rights. **The Dictionary of Occupational Titles** (Fourth Edition) is one source for such changes. Using sex stereotyped job titles may, in fact, influence a student's job choice.

Activity 7

What Would You Do?

The following are some sample situations that might help clarify your expectations. Assume that you are faced with each of these situations. What would you do? You can think about your answers or you can make a tape recording of your answers. Listening objectively to your recorded responses can be an insightful learning experience.

What would you do in each of the following situations?

1. You are married. Both you and your spouse have jobs. Your spouse has an offer of a good new job that would require relocation. You would have to quit your job. What would you do?

_____

_____

_____

_____

Why? _____

_____

_____

2. Some jobs have working conditions that are dirty, noisy, hot or dangerous. You are an employer and a woman applies for one of these jobs. What would you do?

_____

_____

_____

(answers to occupational titles: 1. Fire fighter; 2. Police officer; 3. Flight attendant; 4. Shop supervisor; 5. Sales person; 6. Letter carrier.)

Why? _____

_____

_____

3. Jim indicates that he would like to become a cosmetologist. What would you say to Jim?

_____

_____

_____

Why? _____

_____

_____

4. Two people are in competition for the job of superintendent of your school district. Both have equal competencies. One is a male and the other is a female. How would you describe your preference?

_____

_____

_____

Why? _____

_____

_____

5. Dorothy expresses her interest in taking the vocational education program in auto mechanics. What would you say to her?

_____

_____

_____

Why? _____

_____

_____

Which of your responses was the most difficult to construct? Why do you think that is true?

_____

_____

Activity 8

What Barriers Exist in Your School?

Let's assume that you are teaching a class in vocational education and the class has a history of having students of only one sex. Identify a specific vocational program that is traditionally male or female. What problems do you anticipate a student of the opposite sex might have if he or she enrolled in that program? Consider the following questions.

1. What problems would you have? _____

2. What problems would the other students have? _____

3. What problems would the sex-minority student have? _____

Now, think about the general conditions in your school that might present barriers to students wishing to enter a nontraditional vocational education program. Using the following topics as thought producers, identify any barriers that might exist.

1. Facilities _____

2. Orientation procedures _____

3. Staff expectations _____

4. Selection procedures _____

5. Descriptive materials _____

_____

_____

6. Attitudes of students _____

_____

_____

7. Public relations activities _____

_____

_____

8. Job placement activities _____

_____

_____

9. Community attitudes _____

_____

_____

What can be done to remove barriers? The following is a check list that you can use to examine your own school. Respond to each statement with a check (✔) in the appropriate column.

Yes	No	Uncertain	
_____	_____	_____	1. Have the pronouns "he and "she" been eliminated from materials describing occupations and vocational education programs?
_____	_____	_____	2. Are pictures of males and females in nontraditional jobs used on bulletin boards, pamphlets and audiovisual materials?
_____	_____	_____	3. Have course titles implying sex (e.g., bachelor cooking) been eliminated?
_____	_____	_____	4. Do vocational education orientation activities and open house programs for students and parents encourage the enrollment of males and females in nontraditional areas?
_____	_____	_____	5. Is counseling support given to students who indicate interest in nontraditional vocational education programs?
_____	_____	_____	6. Have group guidance activities been conducted with students to help reduce sex role stereotyping attitudes?
_____	_____	_____	7. Are vocational education entrance requirements and selection procedures unbiased toward males or females?

Yes	No	Uncertain	
_____	_____	_____	8. Do vocational education course description materials encourage both males and females to enroll?
_____	_____	_____	9. Are job placement procedures unbiased toward males and females?
_____	_____	_____	10. Are employers encouraged to be unbiased in their hiring practices?
_____	_____	_____	11. Are efforts made by vocational education teachers to create a classroom atmosphere of acceptance for nontraditional students?
_____	_____	_____	12. Has the school adopted a written policy on nondiscrimination?

Examine each of your responses that was a "No" or "Uncertain." For each "No" response, what would you be willing to do to make a change?

_____

_____

_____

_____

_____

_____

_____

_____

For each "Uncertain" response, how can you find the information that you need? _____

_____

_____

_____

_____

_____

What other items are there which you think need to be changed?

Some Concluding Thoughts

I'm glad that you and I have participated together in this unique experience. I hope that your venture has been both interesting and worthwhile to you. I also hope that your students will benefit.

I want to share one additional thought with you about a trap into which we too often fall. Sometimes we develop perceptions about the characteristics and functions of people who have common labels, like male or female. We tend to believe that one group of people may behave differently than another group of people. This belief may or may not be true. We sometimes forget that numerous individual differences exist among people who are grouped under one label. For example, an individual male may be more competent in serving and caring for people than most females. Or, an individual female may be more competent and knowledgeable about auto mechanics than most males. Let's not permit labels to blind us to the unique skills possessed by each individual.

Thanks for sharing your thoughts and feelings with me. Best wishes to you.

You may wish to use some of the preceding activities with other staff, parents, community leaders, employers or students. We are interested in learning about how you have adapted or used activities.

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